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ABSTRACT

A study investigated factors in the dropout and progression of students from 33 programs in English for Speakers of Other Languages (ESOL) in England and Wales. Data were gathered in student and teacher surveys. Results indicate a high level of student movement to and from ESOL classes. In intensive courses, more students were graded and more came from other program types. About half the students continued study into a second year. Both tutors and students felt educational services could be improved. Most students had prior English training at some level. One-quarter of the students transferred to another class or progressed out of ESOL training. More students from intensive courses than others reported reaching their goals. Proportion of classes graded as to level and number of students entering from other program types were predictors of relative success of intensive courses. About one-quarter of the students dropped out, for various reasons. One-fifth of those dropping out felt dissatisfied with courses; tutors thought only 4 percent felt dissatisfied. Thirty percent who dropped out left for personal reasons; tutors estimated this group at 20 percent. Dropout was greater from non-intensive than intensive courses. The survey instruments are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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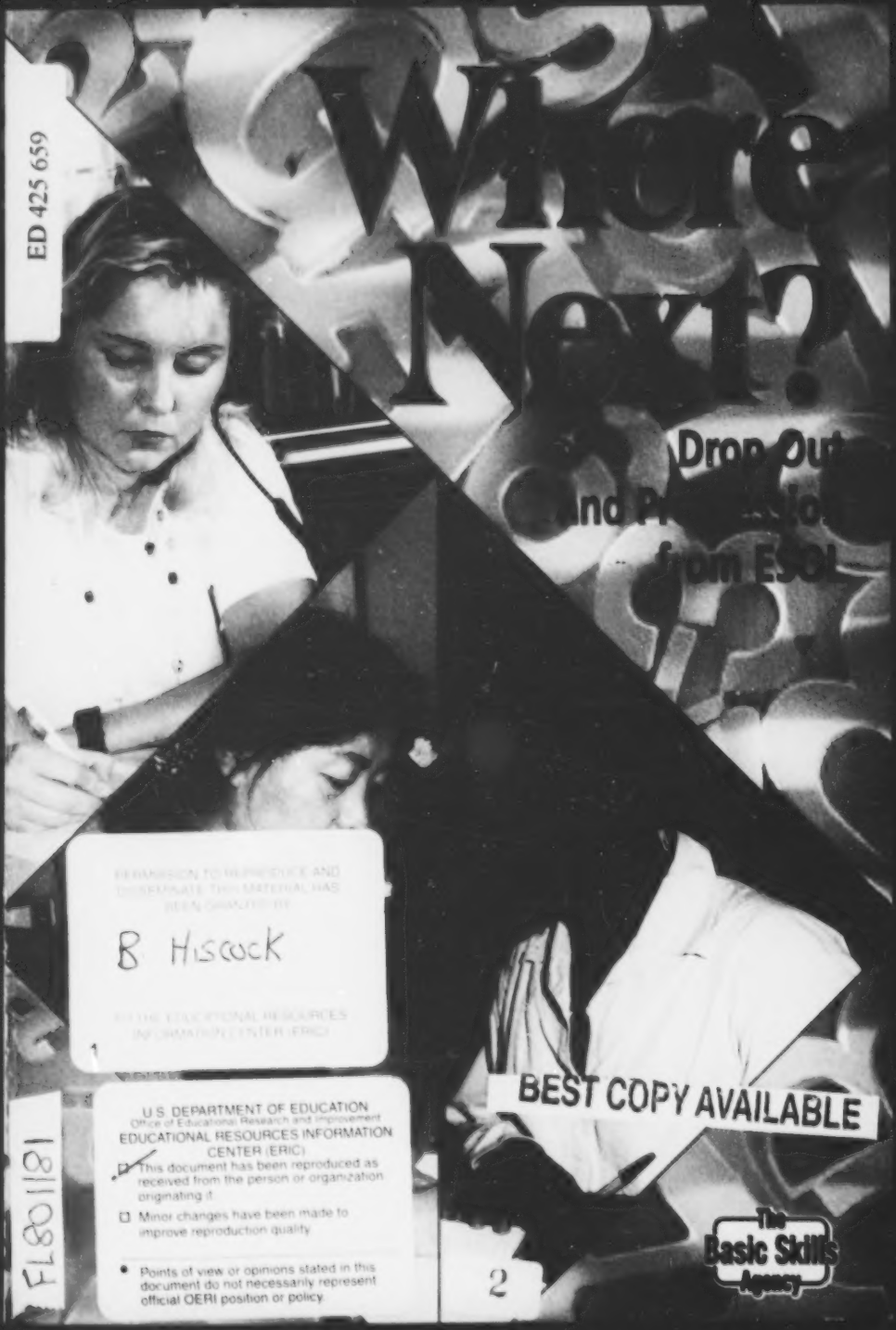
Drop Out and Graduation from ESOL



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WHERE NEXT?

DROP OUT AND PROGRESSION FROM ESOL PROVISION

Maria Kambouri, Inji Toutounji, Hazel Francis

The Basic Skills Agency

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Executive summary

Provision

- **There was a high level of student movement to and from classes in ESOL programmes together with considerable local variation in the nature and level of collaboration between organisers and tutors.**

- **The most critical variable of provision was whether it was organised as an intensive course (more than 17 hours per week) or as a non intensive course (1 to 3 hours per week).**

- **Intensive courses differed from non intensive in two important respects; more classes were graded as to level and more students joined from other provision.**

  In intensive courses, 42% of students were in beginners classes, 19% in intermediate classes, 32% in advanced classes and only 7% in ungraded classes. In contrast, in non intensive courses, 25% of students were in beginner classes, 34% in intermediate classes, 18% in advanced classes and 23% in ungraded classes. In intensive courses, 31% of students were referred from other provision compared with only 18% of students in non intensive courses.

- **Most courses ran for an academic year with about half the students continuing into a second year.**

- **Students and tutors felt that provision could be improved.**

  Better resources and better teaching accommodation were the most important changes tutors wanted to see in their programmes. Although most tutors were well qualified to teach ESOL, a need for tutors with qualifications which combined English with the students' first languages was stressed. Although Staff Development / In-Service training was available to all tutors, they wanted more opportunity to engage in curriculum development and more involvement with local organisers. Better support was stressed as well as smaller class size.

Tutors wanted to spend more time teaching students on a one to one basis though students preferred small group teaching. Some students also felt classes were too big; others felt the pace was either too slow or too fast and some felt that what was taught was 'irrelevant' to their needs. A third of students appeared to be unaware of the possibility of working for accreditation.

- **Most students had prior experience of English classes. Their prior educational experience and qualifications ranged from elementary to university levels. Most students were of Asian origin, 70% being women not currently in employment.**

Progression

- **A quarter of students were transferred to another class or progressed.**

  Progression included students who moved to a higher level or to FE, who found employment and who achieved the level they required.

- **More students from intensive courses reported reaching their goals than did those from non intensive courses.**

  38% of students in intensive courses reported reaching desired level of progress compared to 14% of those in non intensive courses.

- **The proportion of classes graded as to level and the number of students who had entered from other provision, were both predictors of the relative success of intensive courses.**

Drop Out

- **Approximately a quarter of students in any one year dropped out.**

  Drop out included students who moved from the area, who left for personal reasons and who were dissatisfied with provision.

- **Tutors were not able to give reasons for leaving for 60% of students.**

- **20% of students who dropped out said they were dissatisfied with provision but tutors thought only 4% were dissatisfied.**

- **30% of students who dropped out reported leaving for personal reasons but tutors reported only 20%.**

- **Drop out from non intensive courses was greater than from intensive courses.**

- Leaving with drop out (hereafter called 'drop out') included students who returned to their country of origin, who left the area, who had personal reasons for leaving and/or child care problems, who were not motivated, who found the level of the class too high and who found the place and/or time of the class inconvenient.
- In accordance with programmes' roll-on roll-off policies, students were identified as 'leavers' when they failed to attend for four consecutive weeks.
- A student was called a 'persister' when he/she continued attending classes throughout the year despite being asent from some of the classes.
- 'Intensive' courses represented classes which met between 17 and 21 hours per week.
- 'Non Intensive' courses represented classes which generally met once a week for up to 2 hours.
- 'Graded classes' was used to designate classes which were described in terms of broad levels such as 'beginner', 'intermediate' and 'advanced'.
- 'Ungraded classes' was used to designate classes which were run because of the numbers of students available or because there were common interests shared by the students. These classes may also be referred to as 'mixed ability classes'.

CHAPTER 1

Background and introduction to findings

This project was sponsored by the Basic Skills Agency, formerly ALBSU. The research was commissioned in recognition of the need to obtain information about the drop out and progression of students leaving Primary ESOL programmes, in order to improve practice and provision. Work began in May 1994 and ended in July 1995.

While the teaching of English for non-native speakers has been provided at different levels and to different groups of people for many decades, it is an area of basic and advanced skills provision which is difficult to define. Providers themselves (including organisers and teachers) find it difficult to give one definition for what has come to be ESOL: English for Speakers of Other Languages. However, three broad groups of English students who are non-native speakers have been identified according to their settlement patterns and immigration status.

Firstly, students in English as a Foreign Language (EFL) provision are foreign visitors who may stay for a short period (summer) or may stay longer. They are mostly catered for by privately organised provision. Secondly, students who are asylum seekers/ refugees and who may or may not stay in the UK permanently are usually included in the so-called 'discrete English provision'. Thirdly, students who are permanent settlers are called students of English as a Second Language (ESL).

Students in the second and third group are what is currently known as ESOL students. Needless to say, because of the particularities of each student's status, these three categories do not have clearly set boundaries. In addition, because of the similarities of their learning needs, or simply due to lack of sufficient provision in the area, some students share classes with those whose first language is English, thus crossing boundaries with discrete (primary) literacy. Moreover, ESOL provision has adopted the practices and policies from the field of teaching literacy and basic skills to adults as well as from the area of teaching English as a Foreign Language (EFL) (Wrigley and Guth, 1992, Gera, 1992).

Several authors have suggested methods or approaches to implement within ESOL. Jordan (1992) for example suggested that 'to best assist students progression, the language taught must be related to the student's academic and vocational needs' or, 'focusing learning on the wider career aims of the student is the best way of attaining good results'. Others have pointed out that 'students in classes would prefer to study more hours per week than they were currently allocated' (Rees and Sutherland, 1990). This was also mentioned in a fairly recent article which pointed out that 'for many people a few hours a week, often only for the short adult and further education terms, means that progress towards competence and independence is excruciatingly slow; many drop out because they can't see the value of this long term 'drip-feed' when what they need is something much more intensive' (ALBSU, 1993).

It is these issues that are addressed in this report, issues that may provide a clearer picture of Primary ESOL provision, together with a better understanding of the nature of drop out and progression from such provision. This may be an important step in convincing the government 'that new settlers in the UK should have the entitlement to an assessment of their English language needs and that extensive opportunities should be available for learning and improving English' (ALBSU, 1994).

The aim of the research was to examine the incidence and nature of drop-out and progression from ESOL programmes in England and Wales. The research objectives were to:

- survey a large sample of people who left ESOL provision in recent years, the sample being selected in such a way as to yield a useful national picture
- identify patterns of attendance and leaving
- seek reasons given for ceasing tuition, with particular attention to changes of circumstance, dissatisfaction, progression and successful achievement of personal aims
- identify variables influencing the incidence and timing of, and reasons given for, drop-out and progression.

The research followed the same model as the study of drop out and progression in literacy and numeracy programmes (Kambouri and Francis, 1994). Information was collected in two phases – retrospective for 1993-4 and concurrent for 1994-5. This enabled samples to be drawn from two academic years. The two-phase

design was expected to have some of the strengths of replication studies. The extent of comparability between the concurrent and retrospectively collected data on patterns of attendance and reasons for drop-out and progression would inform and generalise conclusions on those two aspects of the research. A detailed account of the design and development of the present study is given in Appendix B.

Gathering evidence

Sources

Organisers, tutors and students provided the evidence required to examine the incidence and nature of drop-out and progression from ESOL provision. The construction of the sample was dictated by factors including geographical coverage, different types of provision, willingness of tutors to participate and cooperate and adequacy of site records for the requisite period. Since the largest part of the information was obtained through the tutors and organisers the last two factors were of great importance.

The ESOL programmes contacted were located in 9 areas throughout England and Wales. Between 1 and 10 programmes per area agreed to participate making 33 programmes in all. Between 34 and 88 tutors participated at different points of the data collection (for details see Appendix B).

Tools

Class registers and questionnaires (both to tutors and students) were the preferred tools for gathering evidence. Some student interviews were also conducted to obtain direct information from students.

Variables

The variables on which information was collected were the following:

1. Characteristics of ESOL provision

Included **student** characteristics such as: age, gender, ethnicity, prior education, employment status and **provision** characteristics such as: type of class, number of sessions per week, hours per session, interview/assessment procedures, volunteers, centre accommodation etc. but also **tutor** characteristics such as: qualifications, time in ESOL provision, number of classes taught etc.

2. Patterns of attendance and leaving

Weekly records of attendance were collected through class registers provided by tutors or programme organisers.

3. Reasons for leaving classes

These were obtained from both tutors and students. In addition, students were asked to report their reasons for joining ESOL provision, whether they intended returning to classes after the summer break as well as their immediate future plans.

4. Association between provision variables and drop-out and progression

Variables that are important in explaining drop-out and progression included characteristics of provision. This information was obtained both from tutors and from students. In the following sections the findings which describe these variables and the relations between them are reported.

A note on terminology

- Because of the variety of reasons students may have for leaving ESOL classes, the researchers decided to divide the reasons provided by both tutors and students according to whether or not they were considered 'positive' or 'negative' leaving. Positive leaving included 'moving into other provision', 'finding employment', 'reaching a desired level' and being 'transferred to another class'. Negative leaving included 'leaving the area', leaving for 'personal reasons', 'not being interested or motivated' or 'having child care problems'. When reasons were known, they were classified under three headings: 'Leaving with progression', 'Transferring to another class' and 'Drop out'.
- Leaving with progression (hereafter called 'progression') suggested leaving a class at any point during the course in order to move onto other provision or training, or finding employment, or reaching a desired level.

CHAPTER 2

Students and provision

Student characteristics gender and age

The distribution by gender was very similar between the two years studied: about 30% male and 70% female students. This figure also agrees with previous Basic Skills Agency surveys where one third of students were men and two thirds women. This finding should be kept in mind when considering the reasons for leaving provision. Though there was no difference between men and women in rate of leaving, there were some differences in the reasons given.

Over 60% of the students were in their twenties and thirties. Table 1 below displays the age distributions of students.

Table 1: **Distribution of age groups for the overall sample and by gender.**

	Men	*Women*	*Gender not reported*	*All reported*
16-20	20	65	5	90
21-30	60	181	4	245
31-40	46	170	7	223
41 and over	33	103	7	143
No response	1	10	1	12
Total	**160**	**529**	**24**	**713**

Ethnicity

Of those whose country of origin was reported, 63% were originally from Asia, including students from South Asia (i.e. Bangladesh, India, Afghanistan etc.). 23% of students were of African origin and only 12% from a European country. This latter group included students from Eastern Europe. An additional 2% of students were of Latin American origin.

For the first language spoken, it was reported that overall for 55% of the students the first language was one of the Asian group, with 25% speaking an African language and 20% speaking a European language. There were no differences between the ethnic groups in terms of drop out and progression.

Employment status

Information on students' employment status was given by their tutors. The majority of students were unemployed (47%) or unwaged (34%). 14% were reported to be in either part time or full time employment. Just under 3% were said to be students in other than ESOL provision. These figures should be read alongside the finding that 70% of students were women.

Students' previous educational experiences

Coming from widely different backgrounds means that ESOL students not only speak different first languages, but the extent of previous education in the first language varies significantly. The length of time students had been in education varied from 0 to over 12 years.

On average, 43% of the students had reached secondary education (between 6 and 12 years), and another 28% had experienced post-secondary education. Only about 23% of students reported having had six or fewer years of education; 6% had no previous education at all. This information was provided by the students who responded to questionnaires distributed to them in the classroom by the tutor. Beginner classes were less likely to have been included in this exercise and so the figures may be biased towards higher levels of education.

This variable did not relate to rates of drop out and progression.

Length of time in ESOL provision

29% of the students had attended an English class in the UK before starting the current class; 26% had attended such classes in their country of origin and 12% in both their country of origin and in the UK. However, 33% had not attended an English class before.

At the beginning of the 1994-95 academic year tutors reported that about 54% of the students were continuing in the same programme from the previous year, while 46% were new students. Patterns of attendance show that most of the 54% would have enrolled at the beginning of the previous academic year.

45% of the students expected to be in the class for more than a year, 34% for one year and 21% for less than one year. This expectation appears to match the reality. Of students who left in 1994-95, 94% reported having been in an ESOL programme for less than a year, 3% for two years and 3% for up to four years. The overall picture appeared to be that students remained in provision for more than a year, many for two years, unless they left for reasons given in this report. For those students who remained in provision, courses appeared to last for at least one academic year and half the students continued into a second year.

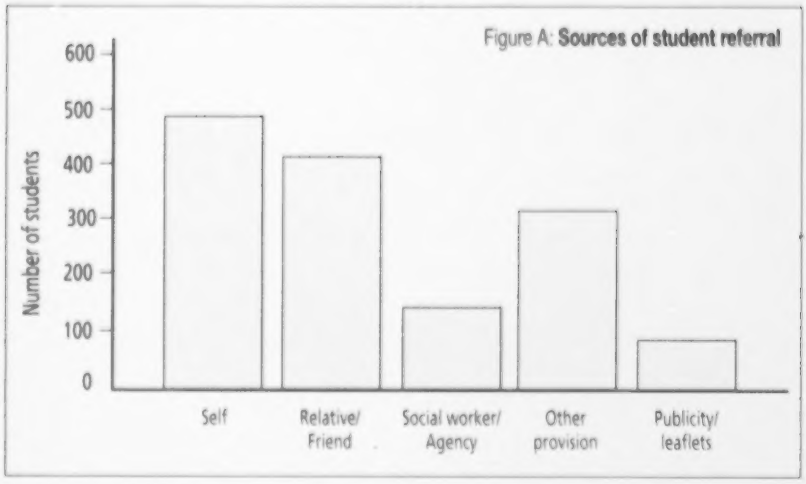
Student goals

Students were asked to indicate their reasons for joining a class and were given a choice between needing English classes for 'everday life', 'work' or to 'study further'. 48% indicated that they needed English classes to help them with 'everyday life', 16% to 'study further', 7% for 'work', 7% for all the above reasons and the remaining reported a combination of two of the three possible reasons. (Again, these findings match the fact that 70% of students are unemployed women).

Finally, when students who joined ESOL classes in September 1994 were asked whether they were working for a certificate, 68% of the students said they were, 22% said they were not and 10% did not know. However, it is not clear whether the students did not know because they had not decided whether they would enrol for examination or simply because they did not know whether it was available/offered to them.

Sources of student referral

Students were generally either self referred (32%) or referred by a friend or a relative (34%). Only 17% were referred from other provision and 12% by an employer or social worker (Figure A).



Provision characteristics

Programmes

An equal proportion of programmes were 'main college centres' (45%) or 'community/outreach centres' (45%). Of tutors who completed the final tutor questionnaire, almost 70% reported that there was no fee to pay (such as registration fee) or exam fee. 93% of them reported that the classes taught were dedicated ESOL classes and students had a choice of class. However, this sample of tutors may well have represented examples of better provision.

Access to classes by public transport was reported to be easy by 96% of the tutors. Access to the centre by phone was reported to be possible during the day for over 90% of the classes, with 23% also possible during the evening. In only 7% of the classes could students not contact the centre by phone.

Length of courses

Courses lasted between 24 and 37 weeks with the majority lasting 30 weeks (3 terms).

Class size

The average number of students in a class was reported to be 18 (range 12-25). However, given the roll-on roll-off nature of the classes, the actual number of students attending a class varied considerably from week to week.

Class level (grading)

Almost all students (93%) were in graded classes; only 7% were in ungraded classes. The proportion of students in each type of graded class is shown in Table 2 below.

Table 2: **Proportion of students in 'beginner', 'intermediate' and 'advanced' classes.**

	Number of students	*Percentage*
Beginner	518	46%
Intermediate	256	23%
Advanced	345	31%
Total	**1119**	**100%**

Initial interviews

Of the students attending the courses, 66% were interviewed by their tutors compared to 34% who were not. This result however does not imply that students were not interviewed before starting a class but simply that they may have been assessed by another tutor or organiser (as opposed to his/her class tutor). Students who left classes gave a similar response: 90% of them said they spoke to a tutor before enroling in the class.

Number of sessions per week: what type of students follow intensive courses?

Classes were held between 1 and 7 times a week, although three quarters met between 1 and 3 times per week. 20% were classified as intensive, meeting between 17 and 21 hours a week. Over 50% of the classes were held only once a week and most sessions lasted two hours.

Given the very different nature of intensive and other mainstream ESOL courses, their characteristics were examined closely. As in the overall sample, students in

intensive courses were mostly Asian women between 20 and 40 years of age, who said they had completed at least 12 years of compulsory education. Students in intensive courses shared the same teaching preferences as the other students (small group or whole classroom teaching as opposed to pairs or individual tuition). The distribution of students according to level of class is shown in Table 3. It is worth noting that only 7% of students in intensive courses went to 'mixed ability' classes compared with 23% in non intensive courses. Also, students on intensive courses were more likely to come to these courses from other ESOL classes as the table below shows.

Table 3: **Similarities and differences between students in intensive courses and students in non - intensive courses.**

	Non intensive	*Intensive*
Level of class	25% beginner	42% beginner
	34% intermediate	19% intermediate
	18% advanced	32% advanced
	23% mixed ability	**7% mixed ability**
Referred from	33% self	30% self
	31% family/friends	35% family/friends
	11% employer/social worker	3% employer/social worker
	18% other provision/classes	**31% other provision/classes**
	7% publicity/media	

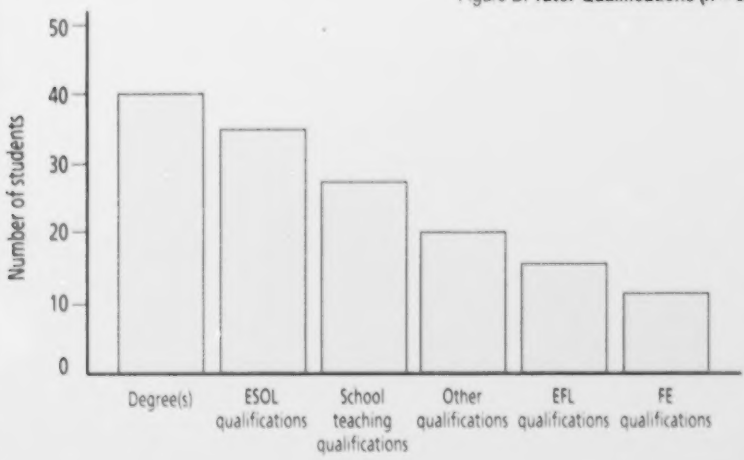
Tutors

Over 80% of tutors were female. The majority of tutors (92%) had been teaching ESOL on a part time basis for an average of 5.5 years (range: 3 months – 15 years). 43% had taught at some point in a full time capacity for an average of 6.7 years (range: 1 – 21 years). In addition, 55% of the tutors had been volunteers with ESOL students for an average of 1.8 years (range: 3 months – 5 years).

Tutor workload in terms of number of classes taught per week ranged from 1 to 10 with an average of about 3 classes. However, just over 60% of the tutors taught between 1 and 3 classes per week. Tutors taught ESOL classes between 2 and 25 hours per week with an average of 4 hours per week.

Figure B shows the number of tutors possessing various qualifications.

Figure B: **Tutor Qualifications (n = 62)**



Most of the 62 tutors who participated in this project held a degree and/or an ESOL qualification or a school teaching qualification. In addition, some had an EFL qualification or an FE qualification. Most tutors had more than one of the above qualifications.

Staff training

When asked how often they were given the opportunity to discuss problems and seek advice from organisers, 30% of the tutors said 'once a fortnight', 23% 'once a month', 25% 'once a term' and 22% 'occasionally'.

Staff development/In service training courses were available to most tutors (98%) with an average of 5 training courses offered by employers in 1993-94 (range: 0-15). 50% of the tutors attended all the training courses offered, with 71% attending at least half of the courses.

Student placement

30% of the tutors felt their students were wrongly assigned to their class. 3% felt students should have been in literacy or numeracy programmes; 3% felt students

needed special needs tuition. 24% reported that students should have been in either a more or a less advanced ESOL class. This latter result supports the later finding reported by tutors that a high proportion of students left their classes because they were transferred to another class.

However, 70% of the tutors felt students were in the right class. Tutors' perceptions differed somewhat from students' responses to questionnaires in which 95% reported that they felt they were in the right class for their own needs.

Class organisation and teaching

Under half of the tutors reported that their classes were given a particular focus (e.g. women only, men only, grammar). The same proportion also indicated that most of their time was spent teaching whole as opposed to small groups (5%), teaching individuals (7%) or a combination of teaching styles (12%). Finally, 20% of tutors reported that they spent an equal proportion of their time teaching either whole classes, individuals or groups. (The above data are derived from tutors' own interpretations of the terms used in the questionnaire).

In planning a lesson, however, 62% of tutors said they planned both for group and individual students. 36% planned for whole groups alone and only 2% for individual students alone. 14% did not keep a written lesson plan.

Information returned by students in both years of the research indicated that most ESOL students preferred 'group' teaching – 45% – compared to 12% who preferred 'one to one' tuition and 5% who preferred working in 'pairs'. Another 13% said they preferred 'traditional' whole group classes. The remaining 25% of the students indicated a combination of preferences. Similar data was obtained from two different student questionnaires. 53% of students who left classes said they preferred 'small group' teaching compared to 25% who favoured 'whole class/traditional' methods. 22% of students had no preferences.

Most tutors set homework for students (78%). 48% of students reported finding doing homework difficult. 23% of tutors reported that homework affected students' progress 'a great deal'. 40% of tutors kept termly written records of students' progress, with 20% keeping monthly records and another 40% keeping weekly records Almost all of them indicated that students contributed to this process. Standard forms were used in 77% of the cases.

56% of the tutors reported that they had no regular volunteer help and almost 70% said that they did not have occasional volunteer help either. However, 30% reported that for both 1993-94 and 1994-95 they had reliable volunteer help.

Just over 50% reported that attendance patterns made class organisation 'manageable', compared to 30% finding it 'difficult' and 20% reporting that it was not a problem. When asked what steps they took to cope with irregular attendance, 35% of the tutors reported they 'adapt the prepared plan of work to be covered' and 25% reported they both 'adapt the prepared plan of work to be covered' and they 'organise the class in groups or as individuals to teach according to attendance'. The remaining tutors indicated a combination of strategies between the above two possibilities and 'deciding to conduct a class when they saw who was present'.

Centre resources

63% of the tutors indicated that students had access to formal advice relating to their learning, progression to FE, training and employment. In addition, 80% reported that a progression route was available to students. However, only 50% of the tutors felt the learning materials were good and in 38% of the cases computers were not available for students. Teaching accommodation was only felt to be good in 36% of the cases and adequate in 54% of the cases. Better resources and better teaching accommodation were indeed the most commonly reported changes that tutors wanted to see in their centres.

Student assessment

Over 80% of tutors reported that a formal initial assessment is carried out before students began the class and in 70% of the cases tutors carried out the assessment themselves. This result cross validates the earlier finding that 66% of tutors interviewed the students attending their classes.

When asked to indicate the types of ongoing assessments used in class, regular checks of progress, as judged by tutors, was the preferred method. Discussions with students was the second most common method of assessing students' progress.

Student follow up

Two thirds of the tutors who completed the final tutor questionnaire contacted students within two or three weeks of absence. 10% only waited a week and 20%

more than 3 weeks. Only 3% did not contact students when they were absent. Most collected information about students' reasons for leaving, and two thirds reported that they could predict when a student was most likely to leave.

When asked how they motivated their students to attend on a regular basis, 'making sure that the class is interesting, enjoyable and that relevant material is provided' were items on most tutors' list of priority. Students who were interviewed had indeed indicated that lack of relevant material resulted in them becoming unmotivated. Discussing the importance of accreditation and the relation of regular attendance with progress was also stressed.

Improving provision

Along with better resources and teaching accommodation, most tutors expressed a need to spend more time teaching students on an individual basis. Tutors also expressed a need to have more 'In service' training or meetings with other tutors to discuss ideas, study plans and problems. Finally, there was a general feeling that centre management could be improved with tutors requesting more suitably qualified staff, and better qualified helpers. Lack of knowledge of students' first language was also a major handicap. In addition, smaller classes, less administrative duties and more time for curriculum development were stressed.

Summary of student and provision chacteristics

- **Most students needed to study English to cope with everyday life.**
- **Most ESOL students (70% or more) were women. Most of these students (60%) were between 20 and 40 years old. Most of these young women were of Asian origin.**
- **Almost 80% of students were unemployed or unwaged.**
- **Up to 60% of the students completed secondary education and almost a third reported having had up to 6 years of education.**
- **Up to 77% of students reported having been in other English classes, before joining ESOL classes yet almost half of the students were in 'beginners' classes.**

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- **About 54% of the students were continuing from the previous year while 46% were new students.**
- **Most students preferred small group teaching but not 'in pairs'.**
- **Class size averaged between 16-22 students, although the numbers fluctuated a great deal from week to week.**
- **Most of the tutors who participated in this project held a degree (70%). 60% possessed an ESOL qualification and 47% a school teaching qualification. In addition, 26% had an EFL qualification and 20% had an FE qualification. Most tutors had more than one of the above qualifications.**
- **Just under 30% of the tutors felt their students were wrongly assigned to their class.**
- **56% of the tutors reported that they had no reliable volunteer help and almost 70% said that they did not have occasional volunteer help either.**
- **Regular informal checking of progress was the preferred method used to assess students' progress.**
- **Tutors felt that more time teaching students on an individual basis would enhance progress, but few students preferred this.**
- **Tutors also expressed a need to have more 'In service' training and meetings with other tutors to discuss ideas, study plans and problems.**
- **There was a general feeling that centre management could be improved with tutors requesting more suitably qualified staff, and better qualified helpers. In addition, smaller classes, less administrative duties and more time for curriculum development were stressed.**
- **Better resources and better teaching accommodation were the most commonly reported changes that tutors wanted to see in their centre.**

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CHAPTER 3

Patterns of attendance and leaving

Enrolment patterns (1993-94)

To form a complete picture of student enrolment, and patterns of attendance, tutors were asked to return their class registers for 1993-94. However, because of the roll-on roll-off mode of operation of the majority of ESOL classes, collection and coding of class registers was found to be a far more difficult task than was first anticipated. For example, it was not always clear how many students were enrolled in a class at any one time and how many had actually left.

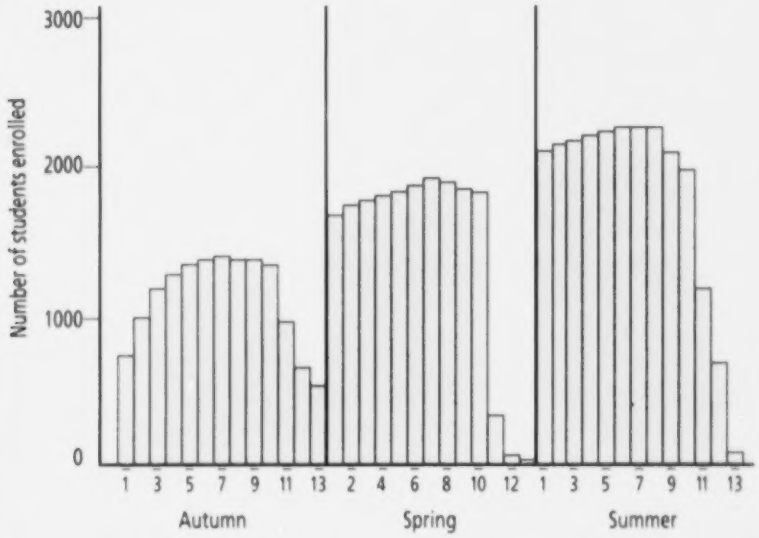
Furthermore, the length of the courses taught varied between participating programmes, some beginning earlier than others and some finishing later in the summer term than others. Overall, classes lasted between 24 and 37 weeks with the majority lasting 30 weeks.

The majority of registers returned included attendance records for classes meeting once a week, and therefore only one class per week was examined for all classes. For those classes that met more than once a week and where data was available by student, it was agreed to code the student present if she/he attended at least one of these classes. Given the complexity of the data, this was felt to be the most reliable method of presenting students' weekly attendance in classes.

A complete picture of the roll-on roll-off nature of ESOL provision is presented in Figure C opposite. This figure represents the number of students on register at any week during the year from the beginning of the autumn term (September 1993) to the end of the summer term (July 1994). As a result, the total number of students on register includes students who have left classes at any one point during the year as well as those who joined between September 1993 and July 1994.

Differences in length of courses between participating programmes are shown by the decrease in the number of students on register during weeks 11 to 13 across the

Figure C: **Number of students on register each week**

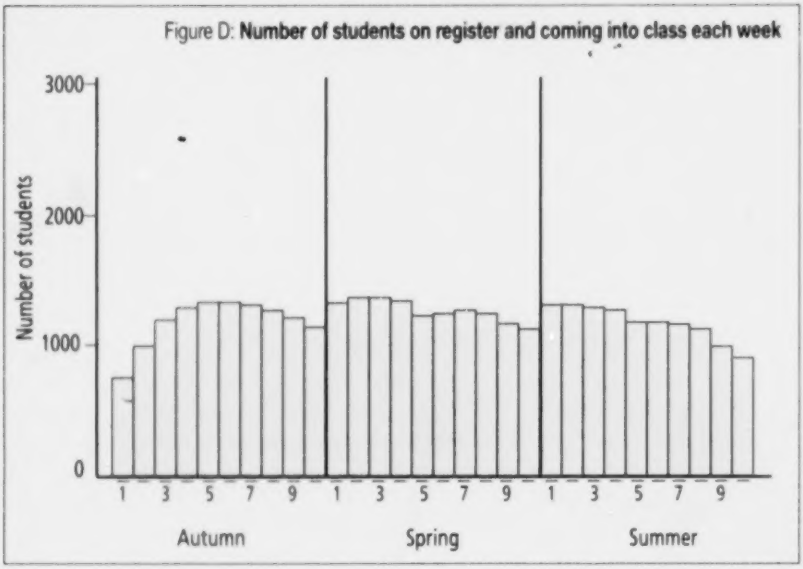


three terms. Because of this distortion it was agreed to leave the last 3 weeks of each term out of the subsequent graphs.

Figure C shows that the number of students on register each week expands over the three terms, with the highest number of students in the summer term. However, this picture is misleading because it contains students who have left classes and therefore gives a distorted picture over the year. Instead, Figure D overleaf provides an accurate picture of the number of 'active' students (on register and coming into class) throughout the year by excluding those students who left at any one point during the year.

It can be seen from Figure D that the number of students in class tended to be constant across the three terms. Enrolment also tended to be carried out mostly during the first few weeks of the autumn term and so the numbers of students in the first 4 weeks of autumn increased. This result is further supported by the findings reported by tutors in 1994-95 that, the majority of the students (70%)

Figure D: **Number of students on register and coming into class each week**



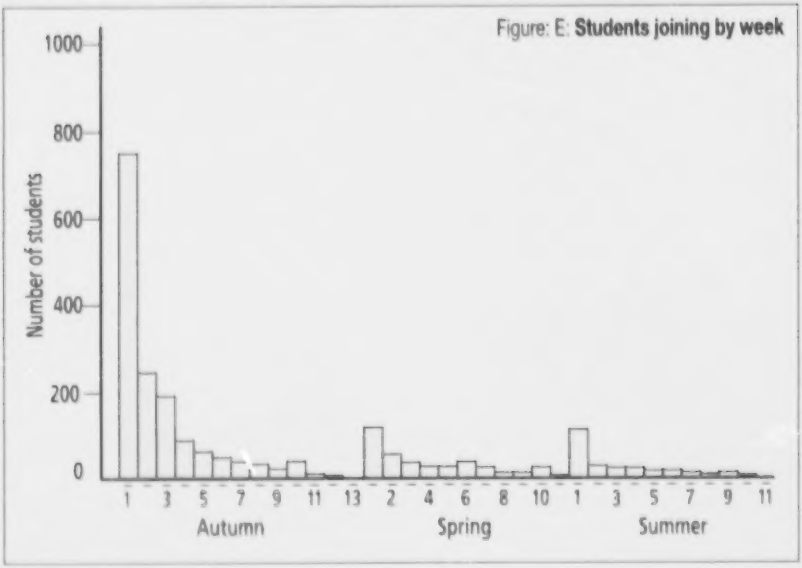
registered during the month of September (i.e. within the first 4 weeks of the autumn term) with the remaining 30% registering throughout the rest of the year.

Patterns of leaving

The difference between Figure C (total number on register) and Figure D (students on register and coming to class) suggests that the number of students leaving increased between the first and third term, with a similar pattern for each term. This is a typical roll-on roll-off pattern where students who leave are replaced by new enrolments.

Patterns of joining: the September intake

Figure E shows that most students joined classes in the first two weeks of the autumn term. Throughout the remaining weeks, the number of students enroling was constant. These findings were confirmed the following year when tutors reported that most students registered during the first weeks of September. Together with the above findings, this picture describes the pattern of the roll-on roll-off provision.



Patterns of attendance and non attendance

The patterns of weekly attendance and absence are presented in Figure F overleaf. Students were counted present from the week they first attended class, therefore the first bar shows no absences. The results show that more than half (60%) the students attended classes regularly on a weekly basis. Attendance was also consistent throughout the 30 weeks, with a steady decrease observed towards the end of each term (an observation confirmed by the tutors). More students also appeared to attend classes during the first few weeks of the autumn term. This may suggest that this period may be used by students as 'trial' classes during which time they may be redirected to other classes by their tutors.

The patterns of absences show that students were more likely to be absent from their classes towards the end of each term. However, during the first term there was a steady increase in absence up to the middle of the term which supports the earlier suggestion that students were transferred or moved a great deal during the first few weeks of term. This finding also supports the high proportion of students who, according to their tutors left to be 'transferred to another class'.

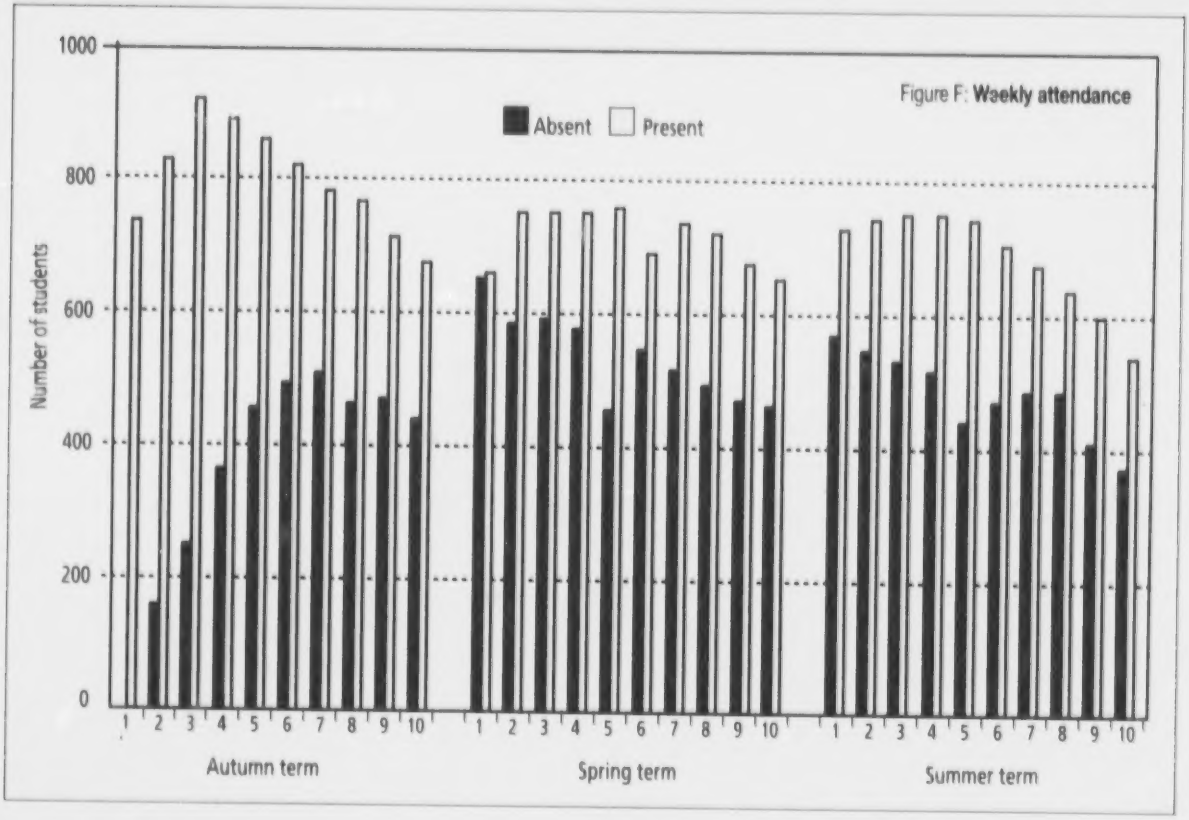


Figure F: Weekly attendance
Absent
Present
Number of students
1000
800
600
400
200
0
1 2 3 4 5 6 7 8 9 10
Autumn term
1 2 3 4 5 6 7 8 9 10
Spring term
1 2 3 4 5 6 7 8 9 10
Summer term

Attendance rates

The rate of attendance was calculated by computing the ratio of the number of students present over the total number of those expected to attend (i.e. enrolled). The rate was calculated for the overall sample, and separately for persisters and for leavers. These rates are represented in Figure G below.

For the overall sample of students on register, an average rate of approximately 60% attendance was observed. However, leavers and persisters differed in their respective rates of attendance over the year. The proportion of persisters who attended classes was fairly constant and as high as 75%, whereas the rate of attendance of leavers decreased steadily over the year from 55% to about 30%. That is, after a sudden drop in attendance in the first term, this decrease continued during the second and third term. This decrease suggests that students were more likely to leave during the first few weeks of term and then at a fairly constant rate till the end of the year. An increase of student absence/leaving marks the final weeks of the academic year. However, this steady decrease did not affect the rate of attendance of the overall sample.

When attendance rates were examined separately for students in intensive courses and those in non intensive courses, Figures G1 and G2 below indicate that the attendance rates of students on register do not seem to be very different. The overall picture for persisters also seem to be similar to that of the overall sample. However, patterns of attendance of leavers from intensive courses were more stable compared to leavers from non intensive courses. In the latter, attendance decreased over the three terms.

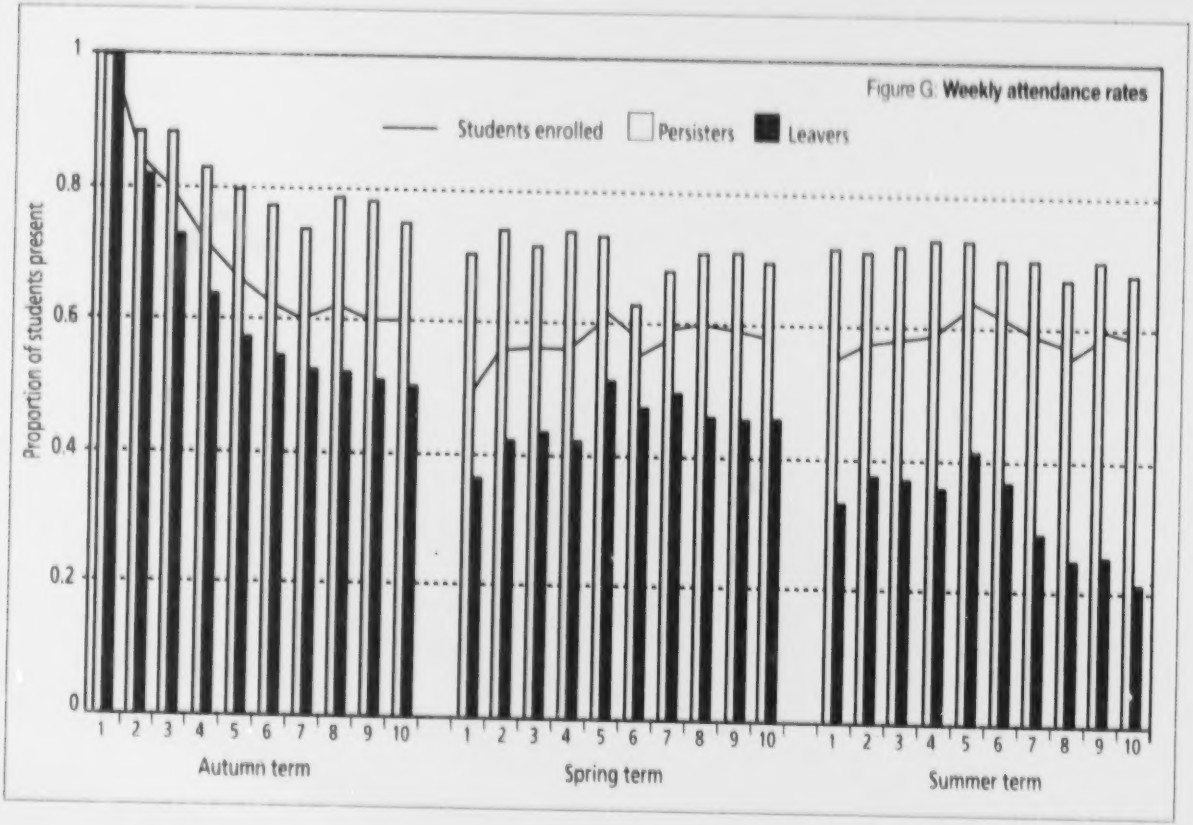


Figure G: Weekly attendance rates
Students enrolled
Persisters
Leavers
Proportion of students present
1
0.8
0.6
0.4
0.2
0
1 2 3 4 5 6 7 8 9 10
Autumn term
1 2 3 4 5 6 7 8 9 10
Spring term
1 2 3 4 5 6 7 8 9 10
Summer term

Figure G1: **Weekly attendance rates (non-intensive courses)**

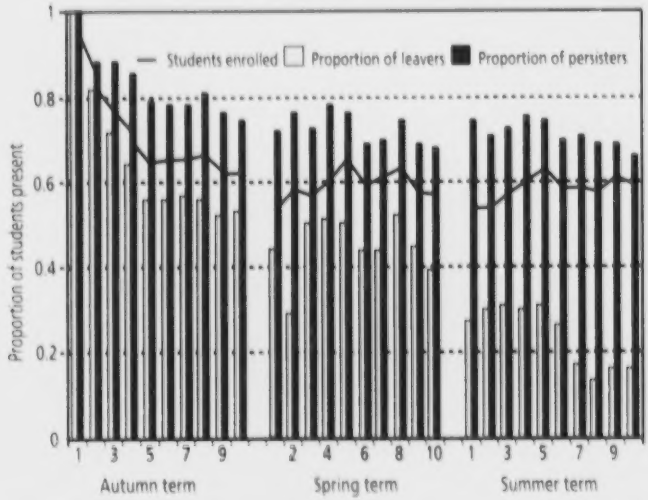
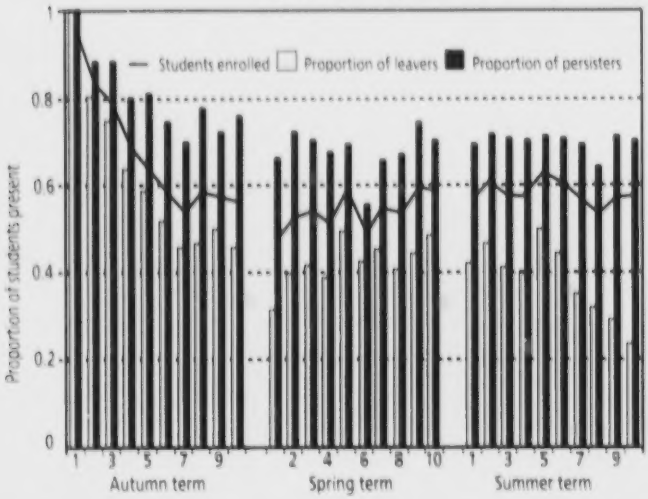


Figure G2: **Weekly attendance rates (intensive courses)**



Summary of patterns of attendance and leaving

- The roll-on roll-off nature of provision resulted in considerable change in the make-up of classes over the year.
- The majority of the students (70%) enrolled within the first 4 weeks of the autumn term with the remaining 30% registering throughout the year.
- Overall, student intake tended to be constant across the three terms except for the first 4-5 weeks.
- Students were more likely to be absent from their classes towards the end of each term, except for the autumn term where almost the opposite trend was found.
- For the overall sample of students on register, an average rate of approximately 60% attendance was observed.
- The proportion of persisters who attended classes was fairly constant and as high as 75%, whereas the rate of attendance of leavers decreased steadily over the year from 55% to about 30%.
- The pattern of attendance of leavers in intensive courses was found to be more stable when compared to that of leavers in non intensive courses where attendance decreased over the three terms.

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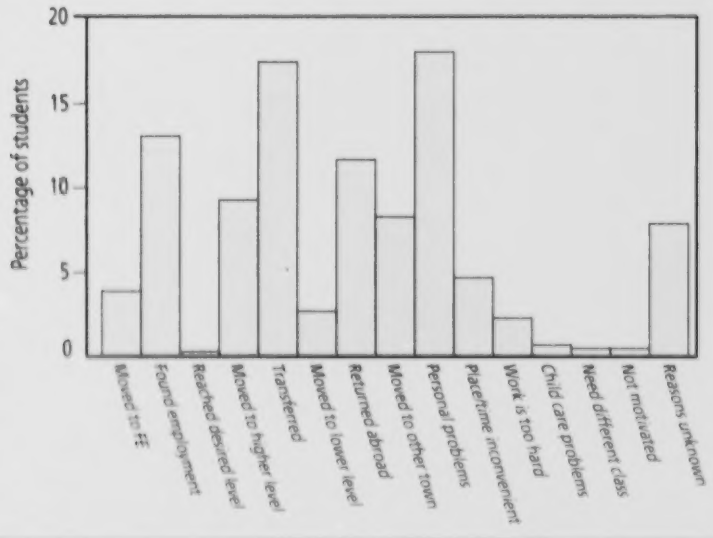
Reported reasons for drop out and progression

Tutors' reports on reasons for leaving

For 1993-94, tutors provided reasons for leaving for only 34% of the students who left.

In total 60% of students in ESOL classes left during the year either to progress to a higher level, to FE, to employment or because they have reached a desired level, to be transferred to another class or because they dropped out. The students' reasons for leaving as understood by their tutors are summarised in Figure H.

Figure H: **Reasons for leaving 1993-94 (given by tutors)**



'Moving from the area' (22%), 'personal reasons' (19%), 'transferred to another class' (19%) and 'found employment' (14%) were the most commonly reported reasons for leaving ESOL classes. According to tutors, only 2% of their students left because they were 'dissatisfied with provision' (i.e. because the time/place was not convenient, not motivated/interested, child care problems etc.).

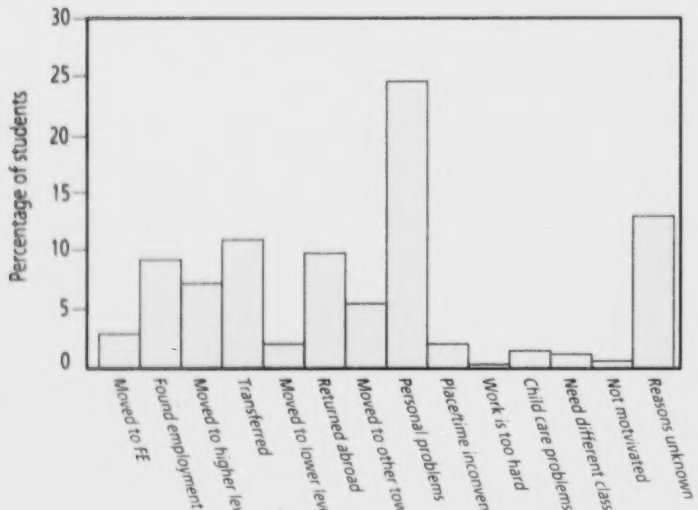
Drop-out, Progression and Transfer to another class

The reasons for leaving were regrouped into three main categories: transfer to another class, progression and drop out. Overall in 1993-94 48% of students who left dropped out, 29% progressed and 23% were transferred to another class. This result suggests that there is an equal proportion of positive leaving (i.e. to be transferred to another class or to progress) and negative leaving (i.e. drop out).

Because only a small proportion of students' reasons for leaving were reported by tutors (34%), it was necessary to cross validate the proportions of students who progressed, dropped out or who were transferred to another class with the data obtained in the following year. In 1994-95, more in-depth data on student characteristics than that given on attendance records was obtained. Tutors were asked to keep a record of students registering in September 1994 and to indicate the reasons students left their class(es).

By February 1995, 40% of the students who had registered in September 1994 had left ESOL provision. There are two possible explanations for why this proportion was smaller than the 60% reported in the previous year. First, because of the timing of the data collection for the second year (February 1995), information on students was available for only one and half term. (In the previous year, information was available for a whole academic year). It is therefore believed that a higher proportion of leavers would have been identified if the data had been collected by the end of the summer term 1995. Second, there may have been a discrepancy between the way students were coded as leavers using the first year's class registers (i.e. they were considered 'leavers' after 4 weeks of absence) and those reported by tutors on the Student Registration Form (1994-95). Both these reasons would account for the lower proportion of leavers obtained in 1994-95.
According to tutors in 1994/95 by far the main reason for leaving (25%) was found to be due to student's 'personal reasons'. Another 15% 'moved either to another town or out of the country', 11% were 'transferred to another class', 10% 'moved to higher education' and 9% 'found work'. Finally, in 13% of the cases, tutors reported that they did not know why students left.

Figure I: **Reasons for leaving (1994-95) (given by tutors)**



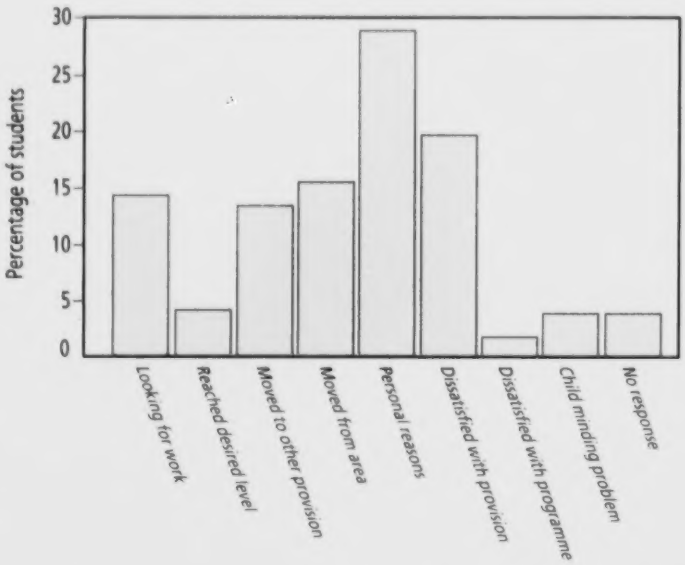
These findings are not very different from those of the previous year, if we consider that the data was collected in the Spring term and that leaving related to progression would inevitably be underestimated. This is confirmed by the overall picture of leaving, figures show that there was a slightly smaller proportion of individuals leaving for positive reasons, 43% (progress or being transferred to another class) compared to 57% leaving for negative reasons (drop out).

The students' reasons for leaving are rather different from those reported by tutors.

Student reports on reasons for leaving

Data from students who left was collected through both mailed questionnaires and home interviews. 99 students returned mailed questionnaires. Their reasons for leaving are summarised in Figure J.

Figure J: **Reasons for leaving (given by leavers)**



The most commonly reported reason for leaving was 'personal reasons' (30%) followed by students being 'dissatisfied with provision' (20%), 'moving from the area' (15%), 'looking for employment' (14%) and 'moving to other provision' (13%). Only 4% left because they 'reached a desired level'. An additional 3% left because of 'child minding problems' or because they were 'dissatisfied with their progress' (1%).

Mis-match between tutor and student views on leaving classes

In conclusion, it was observed that tutors reported that only about 4% of their students left because they were 'dissatisfied with provision'. However, students who themselves replied to questionnaires addressed to leavers expressed a higher concern about provision: up to 20% were dissatisfied.

From those interviewed a similar proportion shared that feeling. One student reported that 'she would not mind rushing after work to her home to carry out family duties and then rush back to the college if the classes were more motivating'. Some students felt that what was taught was 'irrelevant'. For example, 'the work was irrelevant because he (the tutor) taught about the world rather than strictly English' or the student 'was being taught about famous people and asked to research and write about them and then discuss them in class'. 'The student found this approach difficult and would have preferred if some guidelines were given and if there was more input during class time rather than having to study at home (i.e. homework)'.

A few students would have preferred other subjects (e.g. computing) to be included or would have liked to attend a conversation class with other ESOL students. Three students reported that they stopped attending classes because they found the pace either too slow or too fast. One student felt the tutor was not supportive enough and therefore was not helping him with his individual language difficulties. A couple of students felt they were badly advised in terms of the course. Others were unaware of the possibility of attending evening classes. In addition, three students criticised mixed ability classes because they felt their individual needs were not met. Two students reported that the classes were too big and therefore that they did not receive enough individual attention. Finally, two students felt they learnt more English in the workplace than in the classroom.

Any other characteristics in which leavers differed?

Results showed that an equal proportion of men and women left by February and that for both sexes, the same reasons were predominant (e.g. personal reasons, found work, transferred to other class, returned abroad). However, a higher proportion of women (27%) left for personal reasons compared to 17% of the men. Similarly, whereas only 3% of men had been transferred to another class, 12% of the women were found to have done so.

No unexpected difference between students who left provision and those who remained was reported in terms of employment status (as recorded by tutors). Of those unemployed, 64% did not leave provision and 34% left. Of those employed, 50% left and of those unwaged 47% left. Of those reported to be employed, only 11% left for 'personal reasons' compared to 30% of the unwaged and 25% of the unemployed.

Differences between intensive and non-intensive courses

47% of students attending non intensive courses left compared to 24% of those in intensive courses. While 13% of students in non intensive courses were 'transferred to another class', none of those in intensive courses were. In the latter type of course, students were more likely to leave because they 'returned abroad', 'moved to another town', 'moved to higher level', 'moved to further education' or because they 'found employment'. These results may suggest that the function of the two types of courses differ – a finding that deserves further investigation. Furthermore, 99% of students in intensive courses were earlier reported to be unemployed compared to only 46% of students in non intensive courses.

In non intensive courses there was a higher proportion of negative leaving (64%) when compared to intensive courses (56%). This result may be explained by the earlier finding that the majority of students in intensive courses were referred from other provisions (31%) compared to students in non intensive courses (18%). For non intensive courses, the majority were self referred. It is also worth noting that only 7% of students in intensive courses went to 'mixed ability' classes compared to 23% in non intensive courses.

Students future plans: will they come back?

Students were asked towards the end of the summer term in 1993-94 whether they intended to return in the autumn term. Very similar answers were given by those in intensive and non-intensive courses as shown in Table 4:

Table 4: **Similarities between students in intensive and non-intensive courses.**

	Intensive	*Non-intensive*
Coming back	80%	84%
To continue at same level	43%	39%
To continue at higher level	50%	47%
To go to other classes	7%	14%

However, 20% of the students in intensive courses reported that they would not be returning in the autumn term compared to 16% of those in non intensive ESOL classes. The reported reasons for not returning in (that particular) class are summarised in Figure K and L on the next page.

Figure K: **Main reasons for not returning to class (non-intensive courses)**

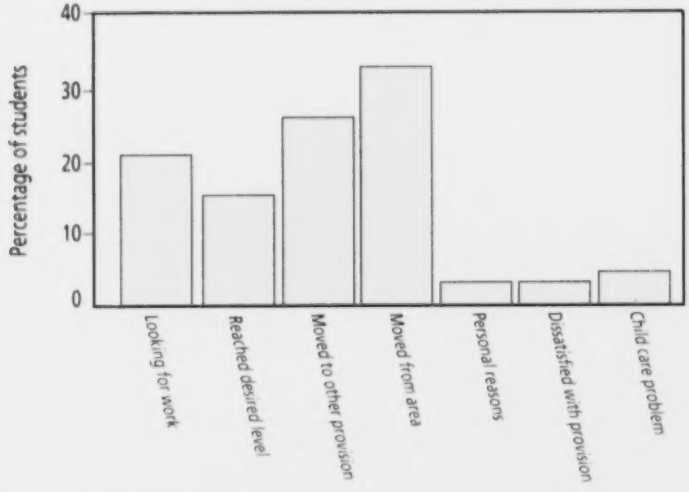
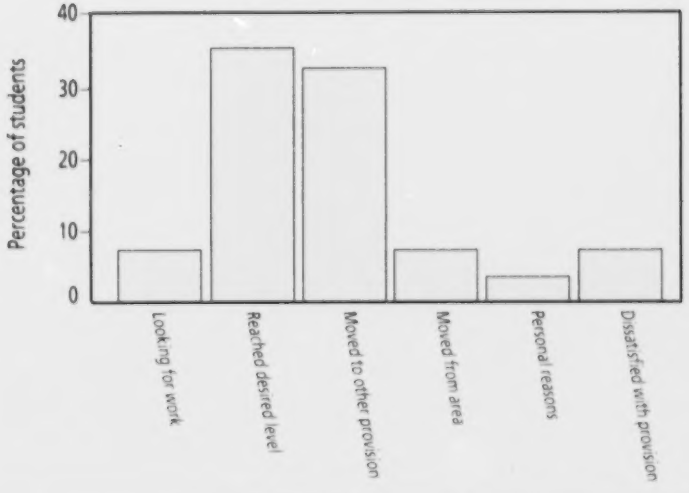


Figure L: **Main reasons for not returning to class (intensive course)**



In intensive courses, 38% of the students reported to have 'reached a desired level' of progress. Another 33% of the students were not returning because they were 'moving to other provision' and only 1% of the students reported that, because of 'personal reasons' they will not be returning.

In contrast, in non intensive courses, only 14% reported that they had 'reached a desired level' while 31% of the students intended to have 'moved out of the area'. Another 25% intended to 'move on to other provision' and 20% were looking for employment'. Both groups reported a 6-8% 'dissatisfaction with provision or progress'. Finally, only 4% of the students reported that they would not be returning because of 'personal reasons'.

	Number of ticks	
	Intensive	*Non-intensive*
I shall go to another college	16	38
I intend to travel/leave the country	2	28
I shall be looking for a job	8	26
I have achieved what I wanted from this class	10	16
I will move from the area	1	10
I have child minding problems	0	4
Travelling to the centre is difficult	0	3
I have family problems	1	3
I will not be able to afford the fee for the course	1	3
The classroom has been too cold	0	3
I cannot afford the bus fare	2	2
I don't feel I am learning	1	1
The work is too hard (studying)	1	1
Doing homework is a problem	0	1
We did not have enough materials (books etc.) in the class	0	1

The above findings suggest that students in intensive courses had more clearly set goals and that their expectations of the available provision were met. Moreover, they were less likely to move than were students in non intensive courses. All students were given a choice of specific reasons to tick if they were not returning and often more than one reason was chosen (as seen on the previous page):

From the table on the previous page it can be seen that for students attending either type of course, going to another college and looking for employment were given the same weight in the reasons for why students would not return to class. However, students in intensive courses reported more often that they had attained their goals (desired level of progress) than other students. On the other hand students in non intensive courses were more likely to 'move' either to another area or out of the country. The majority of these students were also found to have been attending class for less than a year whereas the majority of students in intensive courses had been attending between 1 and 2 years It would therefore seem that, whatever the underlying factors, students in intensive courses were able to make a better use of provision.

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Summary

- **In total, 60% of students in ESOL left classes at some point during the year either to progress, to be transferred to another class or because they dropped out.**
- **In summary, tutors have provided the following main reasons for students leaving classes: due to personal circumstances, because they moved out of the area/country, moved within provision and found employment.**
- **While tutors reported that only under 4% of their students left because they were 'dissatisfied with provision', 20% of students said they were dissatisfied. From those interviewed an even higher proportion (30%) shared that feeling.**
- **Although the main reasons are shared by both men and women, 27% of women left for personal reasons compared to 17% of the men and 12% of the women transferred to another class compared to 3% of men.**

- **Students differed between intensive courses and other courses in their reasons for not returning to classes: 38% of students in intensive courses reported to have 'reached a desired level' of progress. Another 33% of the students were not returning because they were 'moving to other provision'. In contrast, in non intensive courses, only 14% reported that they had 'reached a desired level' while 31% of the students intended to have 'moved out of the area'. Another 25% intended to 'move on to other provision' and 20% were 'looking for employment'.**

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The nature and incidence of drop out and progression

In addition to the descriptive findings reported in the previous chapters, regression analyses were carried out to explore further any relations between characteristics of students and of provision and the two variables of drop out and progression. Little of the variation in these was accounted for by the student and provision variables, and only some of the relationships could be interpreted. These are included in the following summary.

Drop out

On average, a quarter of all students in ESOL programmes dropped out from their classes. There was no particular pattern of drop out over the academic year. The drop out rate from non intensive courses was higher than from intensive. Leaving provision was characterised chiefly by movement to the country of origin or to another locality. Personal circumstances and dissatisfaction with provision also lay behind drop out.

More students reported more dissatisfaction than was expected from tutors' reports. It was related to perceived wrong placement in class, absence of a preliminary interview with the class tutor, and feelings of not making progress.

The overall picture suggested that drop out was least where courses were intensive, where students were placed appropriately for their level, where they were interviewed initially, and where they were able to feel they were making progress.

Progression

As defined in this report progression was largely within ESOL provision, to FE, or to employment. A small proportion of students reported leaving when satisfied with their own progress.

Progression within ESOL was associated mainly with transfer from ungraded or beginner classes and was an integral feature of student attendance for more than a year. There were no clear associations between any variable and progression to FE or to employment apart from intensive courses.

The overall picture suggested that intensive courses retained students and, where there were graded classes, provided a useful framework for students to progress and to move on to FE and employment.

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APPENDIX B

Methodology

Design and development of the Project

General Design Considerations: A Two-Phase Project Design

The research followed the same model as the study of drop out and progression in Basic Skills (literacy and numeracy) (Kambouri, M. and Francis, H., 1994). An early decision was made to collect data in two phases – retrospective for 1993-4 and concurrent for 1994-5. This enabled samples to be drawn from two years.

The research was designed so that any findings might have wider applicability. Adequate and unbiased sampling was therefore a major consideration. Approaches were made to a list of programmes provided by The Basic Skills Agency. It was anticipated that these would provide a large and sufficiently varied sample of students from programmes across the country in areas where ESOL was most needed. Since such sampling could not be technically unbiased, any evidence of bias is reported in the findings. Other design features are outlined below.

The two-phase design was expected to have some of the strengths of replication studies. The extent of comparability between the concurrent and retrospectively collected data on patterns of and reasons for drop-out and progression would inform and generalise conclusions on those two aspects of the research.

A major concern was the availability of evidence. It was not clear to what extent tutors would be both willing and able to provide the data requested. The project design required the willing participation of programmes and particularly of local organisers who in turn would seek the interest and cooperation of tutors. Response rate and distribution would be inspected for signs of identifiable bias. This could then be taken into account in reporting the results.

These considerations and the need for an adequate sample size for a useful report, led to using the data returns on student attendance and questionnaires (to tutors and students) as the preferred tools for most of the work.

All research tools were tried out with small pilot groups before being finalised. In addition to questionnaires and class attendance registers, a prepared form was used to record in detail the procedure at the beginning of the academic year when most students enquire and register in classes. One to one interviews were also used to obtain direct information of students who left ESOL programmes.

An attempt to improve response rates was made by minimising the costs and optimising the timing of the requests made to tutors. In every set of data collected, including the letters forwarded to students, return stamped envelopes were provided. Tutors were offered the reimbursement of any photocopying or additional postage costs. Requests for data were made in well spaced intervals and around times of class breaks or holidays with ample time allowed for returns.

Some face-to-face interviewing with tutors and organisers of ESOL provision was undertaken as pre-pilot and pilot work as well as a substantial amount of telephone interviewing for piloting questionnaires and prompting of returns. Preliminary interviews were carried out locally at the beginning of the project in two different colleges.

The information gathered served as a guide to the design of the survey as well as a pre-pilot to the initial questionnaire sent to tutors. Some of the instruments, used in the previous survey on Basic Skills provision, were altered and piloted again with ESOL students and tutors for use in this research. New instruments were designed and piloted to obtain additional information on ESOL provision. From these preliminary steps it was apparent that because of the lack of proficiency in English (at least 50% of the students encountered were at beginner level), obtaining information directly from the students would be a difficult task. All research instruments addressed to students were thus carefully planned and piloted.

Research instruments

Phase 1: The retrospective phase (May 1994 – August 1994)

The nine areas chosen to participate in this project were contacted during the final weeks of the summer term 1994. Organisers in each area were asked to invite tutors to participate by forwarding an initial form together with a cover letter explaining the aims of the project, and the sort of evidence they could provide to help achieve those aims. This initial contact with tutors sought their direct participation in the project for the next 6-8 months.

The **initial call for evidence** consisted of:

1. Collecting records of attendance (class registers) held by tutors for the ESOL classes they taught in the academic year 1993-4
2. For students who left classes, recording their reasons for leaving and future plans, when known
3. Obtaining preliminary information on tutor characteristics (qualifications, employment status etc.) and other provision related variables (type and length of ESOL classes taught, number of sessions per week, hours per session etc.) (see Instrument 1, Appendix C).

Data on patterns of class attendance throughout the year as well as tutors' perceptions of why students left classes (reasons as given to or inferred by the tutors) were directly used to address some of the issues of drop-out and progression. Collection and examination of patterns of attendance prompted questions such as when a student can be counted as having dropped-out (different approaches are adopted by different tutors) or indeed as having progressed.

The preliminary information collected on tutor characteristics and provision helped to establish which variables needed further examination and contributed to accurate questionnaire design.

It was expected that the processes of seeking approval from an adequate range of authorities and of contacting tutors through local organisers would leave little time for tutors to respond to requests. Follow-up would therefore have to continue into the second phase, both to maximise returns from tutors and to 'approach' students who had left courses.

Some 45 tutors returned the initial form (15%) and 57 returned class registers (20%). A sample of 2,402 students was obtained from class registers (1993-94).

The majority of the programmes were located in 'city centres' (56%), 23% in 'suburban' areas and 21% in 'small towns'.

Student progression questionnaire

Over 2,700 questionnaires, aimed at discovering students' future plans following completion of an ESOL class (see Appendix C, Instrument 2), were sent to 284 tutors to distribute in their classes. Only 88 (31%) tutors participated in this sample by distributing 866 questionnaires to their students to complete.

This questionnaire, which included information on student characteristics and their prior education, was mainly concerned with investigating students' future plans – whether they were coming back to ESOL classes in 1994-5, progressing to further education, seeking jobs and so on.

Information on the characteristics, goals and future plans of ESOL students helped design data collection tools for students in the second phase of the project.

Phase 2: The concurrent phase (September 1994 – May 1995)

It was expected that most responding tutors would be willing to cooperate again and that similar information about both continuing and new students could be obtained early in the 1994-5 term and thereafter as long as was feasible in the project time scale. During this phase of concurrent research it was planned to obtain information from tutors about a number of aspects of provision, notably those that previous research and field experience had indicated might be related to drop-out and to progression. Statistics on ESOL provision were also sought from organisers.

As part of Phase 2 data collection, tutors (both those agreeing to participate in Phase 1 and some of those who had not replied at all) were asked to provide the information below.

Student registration form

Tutors were asked to keep a record of the students as they came to their classes at the beginning ofthe new academic year, 1994-5, as well as at any point within the year. A form was provided and included the following information:

1. Dates of registration in class.
2. Whether the student was continuing from the previous year or, if new, how they were referred to that class, as well as student characteristics (age, gender, ethnicity etc.).
3. Reasons (as understood by tutor) why the student left the class.

Tutors were asked to keep this record from September 1994 to February 1995, with two points of collection occurring in October 1994 and in February 1995.

The aim of this step was, firstly, to collect information on new students at the beginning of the year, which would help show the incidence of drop-out in the first few months and second, to explore the pattern of the roll-on roll-off nature of ESOL provision. Specific information, such as reasons for leaving classes was thus obtained on two occasions, enabling cross validation of the data.

The **'Student Registration Form'** (see Appendix C, Instrument 3) was returned by 85 tutors, yielding information on 2,140 students.

Questionnaire to new students

Tutors were sent questionnaires to distribute to students who had just joined their classes, asking them for their reasons for wishing to improve their English language skills. Tutors were advised to encourage students to seek help in completing the questionnaire or to even use it as a class exercise (see Instrument 4, Appendix C).

50% of the tutors returned the students questionnaires yielding a student sample of 1,059.

Leavers' questionnaire

Tutors received a number of questionnaires to forward to those students who left classes in 1993/94 (and did not return in September) (see Instrument 5, Appendix C). Questionnaires were also sent to some students who left classes (for either known or unknown reasons) during the autumn term and, in some cases, the spring term. The student questionnaires were designed to obtain the following information:

1. Student characteristics (age, gender, ethnicity etc.)
2. Approximate length of stay in class.
3. Education (before and since coming to the U.K.)
4. Reasons for joining the class.
5. Reasons for leaving class.
6. Satisfaction with provision.

Tutors were asked to send the questionnaires to all students who left their classes before they completed their course or at the end of the academic year. Based on the class registers obtained for 1993-4, an estimate of the number of 'leavers' was calculated. An equal number of questionnaires was sent to each tutor with instructions on how to forward questionnaires to students who left. The students were asked to send this information, anonymously, directly back to the researchers in enclosed stamped addressed envelopes.

About 1,210 questionnaires were sent to tutors to forward to their students. Only 30% of those were actually forwarded and 23% returned as surplus. We have no

information about the remaining (almost 600 copies). A total of 99 students returned their questionnaires, that is 27% of the estimated number forwarded.

Tutor questionnaire

This detailed questionnaire was one of the most important instruments to provide characteristics of ESOL provision (see Instrument 6, Appendix C). It included information on:

1. Tutor qualifications, employment status, staff development.
2. Type of provision, centre location and resources, class organisation, tutoring.
3. Their views on causes of drop-out, persistence and progress, and the necessary changes to improve provision.

The questionnaire was returned by 62 tutors out of 150 invited to participate (38%). All tutors described one class, even though some of them taught more than one. 29% described 2 classes and one tutor described 4 classes. A total of 87 classes were described.

Programme organisers' form

Organisers who agreed to participate were sent a form (see Instrument 7, Appendix C) which focused on some of the general characteristics of primary ESOL programmes for the years 1993-94 and 1994-95. Information requested included:

1. The type of assessments used and the number of students concerned.
2. Type of classes provided and the number of students in each type of class.
3. Number and type of teachers available.

Of the 33 participating organisers, 19 (57%) returned information on the characteristics of their ESOL programmes. Unfortunately the low response rate and incomplete nature of the information given precluded use in the report.

In PHASE 2, pilot interviews were conducted for all instruments addressed to organisers, tutors and students. These interviews were particularly helpful especially for finalising the Leavers Questionnaire, sent to students who ceased tuition. The piloting of this questionnaire was carried out in 4 ESOL classes of up to 15 students. These were completed in two London colleges with classes of

different levels. Again the pilots revealed that students could not cope with the written instrument, the majority of students being from beginner classes. This was also an issue raised by students from higher level classes when asked whether they could foresee any problems with the questionnaire. It was therefore agreed that students might ask relatives or friends to help them complete the questionnaire if they had difficulties with the English. Piloting of the questionnaire also allowed us to reduce it to its simplest and clearest form.

Student interviews

Despite the difficulty of reaching students who left provision, an attempt was made to obtain further information on reasons for leaving ESOL classes by contacting the students directly. As explained above, since many of these students were at beginner level it was expected that they might not be able to fill in the Questionnaire to Leavers forwarded to them by tutors. As a consequence, it was felt worthwhile to carry out personal interviews with respondents. Studies in three areas were therefore set up to provide more in-depth information of the reasons students had for leaving classes. Interviewers who were fluent in the students' first language carried out short structured interviews based on the Questionnaire to Leavers. Interviewers were encouraged to report any additional information that they may have discussed with the student during the interview. They were instructed to complete three open ended questions aimed at obtaining this information (see Appendix C).

Home interviews were carried out by four interviewers in three areas with 36 students who left ESOL provision. The interviewers were briefed beforehand on how to carry out the interviews. Written details (see Appendix C) were also provided to remind each interviewer how to proceed. The interviews were carried out in Punjabi, Urdu, Hindi or English.

Sampling procedures and data collection

Initial contact with ESOL organisers was established by the researchers by telephone and followed by letters at the end of the summer term 1994. Contacts were either provided by the Basic Skills Agency or suggested by the programmes first contacted.

Organisers were asked to extend the invitation to participate to tutors either by sending a list of names or by centralizing the data collection by forwarding letters of introduction to tutors in their programme.

Sampling and Response Rates

The ESOL programmes contacted were located in 9 areas across England and Wales. Between 1 and 10 programmes per area agreed to participate in the study (average 3). Out of 45 organisers who were contacted, 33 agreed to be included in the project and to seek tutor cooperation. In total, 284 tutors of ESOL classes were contacted in the beginning of the survey.

The nature and length of the data collection was explained to all organisers and tutors who were invited to participate. Organiser and tutor participation was voluntary. However, for several reasons, including the nature of their part-time status, many tutors were unable to provide some of the requested information and indeed several withdrew. Reasons for withdrawing varied from not teaching ESOL any longer by the time the tutors were contacted again after the summer (in September 1994), to not having enough time to participate due to the increasing amount of administrative tasks to be carried out by tutors for their programmes. The remaining 'active' participants included those who had returned all or even some of the data at any time throughout the length of the study (i.e. even if some tutors participated in one phase but not in the other they were considered 'active' participants). However, not more than 88 (31%) tutors returned any one questionnaire. This inconsistent participation of tutors complicated further the task of record keeping and hence data gathering.

The geographical distribution of selected programmes was intended to yield a national picture. However, since participation was entirely voluntary, sampling depended on availability and good returns. In such circumstances opting for quality rather than coverage was favoured. Despite the difficulties regarding participation, the information was obtained from an adequate number of geographical areas to provide a nationally representative sample. The outcome of the data collection is displayed in Table 1 below.

Table 1: **Participation in the survey**

Area	*No. of tutors contacted in 1993-94*	*No. of tutors who dropped out*	*No. of participating tutors by 1995*	*No. of programmes*
A	50	1	42	4
B	30	3	23	5
C	37	1	12	2
D	1	1	0	1
E	5	4	1	3
F	77	10	12	10
G	31	4	17	2
I	16	2	14	3
Total	**284**	**31 (18%)**	**138**	**33**

Some areas may be under represented, due to the small number of organisers agreeing to participate in the first place and due to the poor response rates from tutors. Despite visits to two areas with low response rates made towards the middle of PHASE 2, to encourage returns and investigate reasons for the delay, one programme eventually ceased to participate and another was represented by only one tutor. In addition, in 6 programmes tutor participation was indirect because organisers agreed to participate by aggregating the data on behalf of tutors. In four of these cases this centralization of the data collection proved difficult to organise resulting in delayed and incomplete returns and in the other two no data were returned.

As a result of the management of data collection, the number of participating programmes may have been proportional to the available provision in each area but the corresponding number of tutors was not. Coverage thus differed according to the final number of returns for each instrument. Also, the corresponding number of students varied according to the number of classes each tutor sent information on (which may not be the same as the total number of classes they taught) and class size. The coverage according to each sample (following the research design described in the previous section) is given in Table 2.

Table 2: **Sampling and Response rates where applicable (%)**

	Tutors	*Students*
PHASE 1 Initial form	45 (15%)	2,402
Registers	57 (20%)	
Student Progression Quest.	88 (31%)	866
PHASE 2 New Student Quest.	77 (50%)	1,059
Student Registration Form	85 (37%)	2,140
Leavers Questionnaire	34 (45%)	99 (27%)
Home Interviews	N/A	38
Tutor Questionnaire	62 (41%)	N/A

The majority (84%) of the tutors who responded in PHASE 1 (end of summer term 1994) agreed to participate in PHASE 2 (in September 1994). However it proved difficult for some tutors to provide continuous participation throughout PHASE 2.

The number of tutors who contributed at any point throughout the project varied from 34 to 88, and the corresponding number of students on whom information was provided indirectly is 4,542 in total. From some 2,062 students information was collected directly through questionnaires and interviews. Despite the non-continuous participation, response rates at any one point of collection were above 30% (and up to 50%), which is common in surveys of this size.

Finally, a small sample of students who left ESOL provision were interviewed at home. Meeting some of those students who may have had problems with certain aspects of provision was deemed necessary to complete the information puzzle.

In sum, the difficulties encountered in gathering research evidence revealed the fragmented and uncoordinated nature of ESOL provision at the local level. However, the choice of adopting a two-phase design of research has allowed for sufficient matching of data and complementing of non returned data (by either tutors, coordinators or students). Only in a few cases has this incomplete information affected the degree of generalisation of the findings.

Cross validation of data

a. Cross validation with previous survey

Most of the findings on students characteristics have been previously examined in 1993 survey of twenty seven ESOL programmes (See The Basic Skills Agency, 1993 *A Survey of Users of ESOL Programmes in England and Wales*). In this study, information for over 11,000 students was available. It was therefore felt, where appropriate, to compare that information with the findings of the present study.

Similarities: Results indicated that twice as many women as men were in the ESOL programmes surveyed. However, as noted, 'this needs to be treated with some caution (as) it's likely that more men are receiving help with English as part of learning support in colleges, occupational and vocational training and in industry' (ALBSU, Newsletter, Spring 1994). Nevertheless, these results are comparable to our findings.

Similarly, over 60% of the students were aged between 20 and 40 years of age and only 11% were between 16 and 20 years of age. In addition, as in the present study, only 17% of students were over 40 years of age.

Of the more than 11,000 students included in the survey, just over half of the students who joined an ESOL class were considered new to the programmes. This is also comparable to the present study's findings.

Differences: Up to 17% of students were reported to be employed in the 1993 Survey compared to only 10% in the present study. However the distribution of students over the rest of the employment status categories (e.g. unemployed, unwaged etc.) is not comparable between the two studies.

Of students whose country of origin was reported, a higher proportion of students in the earlier survey were of Asian origin (81%) compared to 60% (range: 56-63%) in the present study. Instead, while 8% of students were of European origin and 10% of African origin in the 1993 survey, 14% (range: 12-16%) and 17% (range: 12-23%) of the current students were from a European or African country respectively.

b. Comparison between two years

In order to compare class attendance in 1993-94 and 1994-95, we collected a small number of registers in the first term of 1994-95 for a sample of up to 80 students.

The results were found to be close to those of the previous year. For example, the time of joining classes followed the same pattern in year 1993 and in 1994. The pattern of attendance was also found to be similar across the two years.

Technical aspects of data analysis

The data were coded and entered according to carefully prepared lists of variables. To ensure within coder consistency, each coder was given a separate data file to complete with the returned information.

Coder's reliability was established by:

1. discussing doubtful cases
2. repeating the process for about 30 cases in each sample and comparing codings with the researchers.

The data were entered on the computer using a data-entry system (SPSS) with a self-cleaning mechanism to minimise error.

The VARIABLES identified for the analysis were as follows:

Dependent: Three categories of dependent variables were used for the analysis of the data.

1. whether or not students transferred to another class
2. whether or not they dropped out and
3. whether or not they progressed

This information was obtained both from tutors and students.

Independent (Explanatory): Variables that are important in explaining the dependent variables or variables that may be indirectly influential. These may be divided into three groups:

1. Student characteristics (age, sex, ethnicity, employment status)
2. Tutor characteristics (qualifications, time in ESOL provision, number of classes taught etc.)
3. Provision characteristics (type of class, number of sessions per week, hours per session interview / assessment procedures, volunteers, accommodation etc.)

The results of the statistical analysis of these variables are reported in Chapter 5.

Research instrumentation

Instrument 1:

PRELIMINARY FORM FOR TUTORS

Name: _____

Name of Programme: _____

Address: _____

ESOL employment status: Full Time [ ] Part Time [ ]

Educational/Training Qualifications: _____

How long have you been in this programme? _____

How long have you been teaching ESOL? _____

Please give the following information about the course(s) you teach:

Course	*Total no. of weeks*	*Sessions per week*	*Hours per session*	*No. of Students on the register*	*No. of volunteers*

Are students interviewed by you before joining the course? (Yes/No)

Please indicate any accreditation schemes that are being undertaken by students in you class(es):

_____

Are you willing to provide information next term about students enroling in September? (Yes/No)

PLEASE RETURN IN THE REPLY PAID ENVELOPE THANK YOU FOR YOUR TIME

P. S. I shall need _____ more questionnaires to distribute to my students before _____ date).

Instrument 2:

URGENT!! PLEASE HELP US!

Your answers will help you and other students.

Please tick or fill in the spaces which apply to you.

Female:						Male:
Bangladeshi:	Black/African:		Black/Caribbean:			Black/Other:
Chinese:	Indian:		Pakistani:		White:	Other:
Age: 16-20	21-25	26-30	31-35	36-40	41-45	46+

1. In the last year did you attend class:

   almost every day_____ once a week_____ once a month_____

2. When did you **start** the course (month and year):

   _____

3. What type of education have you completed in your country/native language:

   Primary (years) _____ Secondary _____(years)

   College (degree)_____ University _____(degree)

4. Which is most difficult for you:

   English pronunciation _____ grammar_____ spelling _____

5. What type of teaching do you prefer:

   traditional classroom _____ group work _____ pairs _____ one-to-one _____

6. Would you have preferred home tuition if it was available? Yes/No

7. Do you know anyone who would like home tuition and cannot come here? Yes/No

8. Do you need these English classes to:

   get by at home and in the community _____ work _____ study further _____

please turn over

9. Now that this class is finishing are you coming back in September? Yes/No

IF YES: to continue at the same level _____
to continue at a higher level _____
to go to other classes in this college _____

IF NO BECAUSE: (Please tick **all** those which apply to you)

I shall go to another college _____

I shall be looking for a job _____

I intend to travel/leave the country _____

I have achieved what I wanted from this class _____

Travelling to the centre is difficult _____

I have child minding problems _____

I don't feel I am learning _____

I have family problems _____

I cannot afford the bus fare _____

I will not be able to afford the fee for the course _____

The work is too hard (studying) _____

Doing homework is a problem _____

The classroom has been too cold _____

We did not have enough materials (books etc) in the class _____

I will move from the area _____

Other reasons for *not coming back* in September:

_____

Finally

10. Have you thought about not continuing at any time during this year? Yes/No

If *Yes*, why did you stay on?

_____

THANK YOU FOR YOUR HELP!

(Please send the form to me in the brown envelope.) **Inji Toutounji**

Instrument 3:

STUDENTS REGISTRATION 1994-95

(Please keep this form to record information about every student who comes in to enquire about classes)

Centre: Type of class: Tutor: Location: Code:

STUDENT S NAME	M/F	Age	Employment	Referred from	Continuing from 94/94	Date of registration in this class	No. of weeks attended OVER TOTAL until 28/10/94	No. of weeks attended OVER TOTAL until Feb 95	Reasons for leaving

PLEASE REMEMBER TO SEND US A PHOTOCOPY OF THIS FORM AT THE END OF OCT. AND THIS FORM AT THE END OF FEBRUARY

THANK YOU FOR YOUR HELP Inp Toutounji

BEST COPY AVAILABLE

Instrument 4:

WE NEED YOUR HELP FOR OUR WORK

YOUR ANSWERS WILL HELP YOU AND OTHER STUDENTS

Please tick (✓) or fill in all the spaces which apply to you.

Female _____ Male _____

Country of origin: _____

First Language: _____

Age: ____ 16-20 ____ 21-30 ____ 31-40 ____ 41-50 ____ 51-60 ____ 60+

1. I need these English classes to help me:

   with everyday life _____ at work _____ to study further _____

2. Before coming to the UK, I attended:

   Primary school _____ Secondary school _____

   (How many years: _____) (How many years: _____)

3. I have also attended: University_____ (How many years:_____)

4. What is most difficult for you in English:

   talking _____ writing _____ spelling _____

5. What type of teaching do you prefer:

   traditional classroom ____ groupwork ____ pairs ____ one-to-one ____

6. Have you ever attended an English class before? Yes ____ / No ____

   If YES: in UK _____ in your county of origin _____

please turn over

62

7. I expect to be in this class: less than a year
   one year
   more than a year

8. Are you working for a cerficate in English? Yes _____ /No _____ /Don't know _____
   If YES, which certificate? _____

9. Do you think you are in the right class for your own needs? Yes _____ /No _____

10. Have you considered any other places/classes? Yes _____ /No _____

11. Did you need help for child care while attending this class? Yes _____ /No _____
    If YES, where you offered help? Yes _____ /No _____

THANK YOU FOR YOUR HELP ***Inji Toutounji***

Instrument 5

Dear Madam/Sir,

I am writing to ask students who left English classes last year why they left. Your answers will help me to know how to help other students. Please fill in this form as soon as you can and send it back to me in the brown envelope.

If you need help filling it in please ask a friend. Nobody else will see your answers.

Thank you.

Inji Toutounji
Research Officer

For each question please tick (✓) or fill in ALL the spaces which apply to you.

Female _____ Male _____ Age _____

Country of origin: _____ First Language: _____

In the last year I went to English classes:
once a week _____ twice a week _____ more than twice a week _____

Month of starting class _____ Month of leaving class: _____

1. Before coming to the UK, I went to:

   School _____ University _____

   (how many years _____) (how many years _____)

2. After coming to the UK, I had to go to school: Yes _____ (how many years _____

   No _____

3. I needed these English classes to help me:

   with everyday _____ life at work _____ to study further _____

4. What type of teaching do you prefer?

   whole class _____ in small groups _____

please turn over

I LEFT THE CLASS BECAUSE:

(Please tick (✔) **ALL** those which apply to you and leave the others empty)

I went to another class _____

I found work _____

I went back to my own country _____

I got what I wanted from this class _____

It was hard to travel to the class _____

I had no one to look after my children _____

I wasn't learning anything _____

I didn't like the teacher _____

I had personal problems _____

The bus fare cost too much _____

I couldn't pay for the certificate _____

The class work was too hard _____

I couldn't get the homework done _____

The classroom was too cold _____

We did not have enough books and worksheets _____

I left the area _____

Other reasons for leaving: _____

_____

_____

Before you started the class did you talk to a teacher? Yes _____/No _____

Did you think another class would be better for you? Yes _____/No _____

Did you try any other places/classes? Yes _____/No _____

THANK YOU FOR YOUR HELP

(Please send the form to me in the brown envelope.) **Inji Toutounji**

OPEN-ENDED QUESTIONS TO COMPLETE BY INTERVIEWERS

1. Please write any additional comments made by the student on his/her reason(s) for leaving:

2. Please write any additional comments made by the student about the course:

3. If the student responds 'YES' to 'Did you think another class would be better for you?', please provide details and explanations:

4. Interviewer's comments:

BRIEFING/DETAILS GIVEN TO INTERVIEWERS

What to do:

1. Check address and telephone number of students who left ESOL classes.
2. Make telephone contact or visit the student.
3. Check if the student is willing to participate. Arrange for time and place to meet.
4. Visit and administer structured interview (it should take about an hour).

Arrangement (i.e. first contact with the student):

For example, the interviewer can tell the student: 'All I need is for you to tell me how you found the English classes. We are trying to make the classes better and hope you can help us. We can meet wherever you want'.

Aim:

- The interviewer should aim to meet students individually. However, paired interviews are not discouraged (please make a note on the questionnaire of those who were interviewed in pairs).
- The student does not have to be alone during the interview, if she/he wish to have someone else with him/her, such as a friend or relative, he/she can do so.
- If the student wants to be interviewed outside his/her house, please arrange to do so according to where the student prefers.
- The interviewer should allow the student to give as much information as is volunteered by him/her. We need as much information **from the student about himself/herself.**
- Please write on the forms:
  1. How long did the interview take
  2. The level of the class attended by the student
  3. Whether the student discussed with his/her tutor his/her reasons for wanting to leave. If not, did the student not feel he/she could talk about it? Why?

* It is very important that the interviewer takes notes on any information that may not be asked on the questionnaire but that was discussed with the student. This should be written on the additional form provided.

(Interviewers were paid hourly excluding travel expenses for either students or interviewers).

Instrument 6:

FINAL QUESTIONNAIRE TO TUTORS

All information will be treated as confidential.

Tutor's name: _____ Our Ref. _____

SECTION A

Tutor employment status in ESOL:

1. Number of years Full Time: _____ Number of years Part Time: _____
2. Have you ever been a volunteer with ESOL students? (Y / N)

   If so, for how long? _____
3. Number of *hours* per week teaching ESOL classes this term: _____
4. Number of ESOL *classes* taught per week this term: _____

Tutor qualifications:

1. ESOL qualification (RSA, C&G 9285, ESL): _____
2. EFL: _____
3. FE teaching qualification (Cert Ed, C&G 730): _____
4. Degree(s): _____
5. School teaching qualification (Cert Ed, PGCE): _____
6. Other (please specify): _____

Staff development:

1. How often are you given the opportunity to discuss problems and seek advice from organizers (staff or group meetings)?

   once a fortnight _____ once a month _____ once a term _____ occasionally _____
2. a. Are Staff Development/In-service training courses provided by your employer? (Y/N)

   b How many Staff Development/In-service training courses were offered by your employer in 1993-94? _____

   How many of these did you attend? _____

SECTION B

(If you teach more an one ESOL class, please complete the separate form for one additional class.)

Name of Tutor: _____ Our ref: _____

Name of Centre _____ Name of ESOL class: _____

Centre Location:

City centre: _____ Suburban: _____ Small Town: _____ Rural: _____

Access by Public Transport: easy _____ difficult _____

Type of ESOL provision:

1. Main College Centre: _____

Community/Outreach Centre: _____

Other (please specify): _____

Fee (other than examination): _____

Centre Resources:

1. Do students have access to formal advice and guidance relating to:

   - their learning (Y/N) - progression to FE (Y/N)

   - training (Y/N) - employment (Y/N)

2. Is a progression route scheme available to students? (Y/N/Don't know)

3. Can students successfully contact the centre by telephone? (Y/N)

   - during the day (Y/N) - evening only (Y/N)

4. Are the learning material resources:

good _____ adequate _____ poor _____

5. Are computers available to students? (Y/N)

6. Is teaching accommodation:

good _____ adequate _____ poor _____

Comments: _____

_____

Class organisation:

1. Type of class: Dedicated ESOL: _____ Other (please specify): _____

2. Is your course designed to be

   a short course with completion date ? how many weeks? _____

   or available for 30 to 36 weeks a year? _____

3. Does the range of individual needs make class organisation

   difficult: _____ manageable: _____ not a problem: _____

4. Do students' attendance pattern make class organisation

   difficult: _____ manageable: _____ not a problem: _____

5. Please indicate which accreditation scheme(s) you are using:

   a. Name of Certificate: _____ b. Name of awarding board: _____

   c. Level: _____ d. Fee exam: _____

6. Are there any students assigned to your class this term who should have been, in your view, in another class? (Y/N)

   Please specify: a. more/less advanced ESOL class _____

   b. Basic Skills _____

   c. special needs _____

7. Do students in your particular area have a choice of dedicated ESOL classes to enrol? (Y/N)

8. a. Has your course been given a particular focus? (e.g. women, job, grammar) (Y/N)

   Please specify: _____

   b. Is the class designated for: beginner: _____

   intermediate: _____

   advanced: _____

   mixed level: _____

Tutoring

1. a. Do you have regular and reliable volunteer help? 1993-4 (Y/N) 94-95 (Y/N)

   How many volunteer _____ _____

   How many have received ESOL training (e.g. 9284) _____ _____

   b. Do you only have occasional volunteer help? 1993-4 (Y/N) 94-95 (Y/N)

   How many volunteer _____ _____

   How many have received ESOL training (e.g. 9284) _____ _____

2. How much teaching time do you give to:

	more than half	about half	less than half
the whole class	_____	_____	_____
in small groups	_____	_____	_____
individuals	_____	_____	_____

3. a. Do you set homework for students? (Y/N)

   b. What proportion find it difficult to do homework? _____

   c. Does this affect their progress?

   a great deal _____ moderately _____ not much _____

4. a. Do you keep written records of student progress and/or evaluation? (Y/N)

   How often? weekly _____ monthly _____ termly _____

   b. Does the student contribute in this process? (Y/N)

   c. Do you use a standard form? **If so, please send a COPY with this form.**

5. Is there a formal initial assessment before the students begin the class? (Y/N)

   a. Do you have access to the results? (Y/N)

   b. Do you carry it out yourself? (Y/N) **Please send an example.**

6. Please tick the types of *ongoing* assessment that you use for this class indicating order of preference: (1 if first choice, 2 if second etc.)

   completion of WP/NP units _____ ( )
   formal assessment _____ ( )
   regular checks of progress _____ ( )
   evaluation of difficulties _____ ( )
   skills checklist _____ ( )
   discussion with student _____ ( )
   check learning plan objectives _____ ( )
   any others _____ _____ ( )

   Comments: _____

7. a. Do you plan lessons mostly for:

   the whole group _____ each individual _____ group and individuals _____

   b. Do you keep a written record of your lesson plans? (Y/N)

   (Please provide an example – send a photocopy of such a plan.)

8. How do you motivate students to attend on a regular basis?

   _____

   _____

9. Can you usually tell if a student is likely to leave the course? (Y/N)

   Comments: _____

10. How long is a student absent from class before you try to contact him/her?

11. Do you usually collect information about students' reasons for leaving a class? (Y/N)

12. Which of the following steps do you take to cope with irregular attendance by students:

   a. Decide how to conduct a class when you see who's present.
   b. Adapt prepared plan of work to be covered.
   c. Organize class in groups or as individuals to teach according to attendance.
   d. Other please specify: _____

SECTION C

1 What in your view is the most important cause for students leaving ESOL classes?

1.a. From your experience, is there a particular time (of the year) that students leave class?

2. What do you think causes students to carry on with the course and make further progress?

3. Given adequate resources, what change would you want to make in your tutoring? (Concerning your training, time with students, organizing class, accommodation, preparation etc.)

4. What are the most important changes you would want to see in the Centre?

THANK YOU FOR YOUR COOPERATION THROUGHOUT THIS PROJECT

Inji Toutounji

Instrument 7:

COORDINATORS/TEAM LEADERS FORM

THIS FORM INCLUDES INFORMATION ON DISCRETE ESOL PROVISION BUT NOT LANGUAGE SUPPORT

PLEASE FILL IN AS MUCH INFORMATION AS YOU ARE ABLE TO PROVIDE FOR THIS TERM (SEPT. 94) **AND** FOR LAST YEAR (1993-94).

Name of Coordinator/Team Leader: _____

Name of Centre: _____

	NOW	93/94
1. Number of new students who have contacted you/who you have contacted about the ESOL classes	_____	_____
2. How many of your students have **pre-enrolled** from last term?	_____	_____
3. Total number of students given an **interview** time		
a. Number of students interviewed	_____	_____
b. Number of students who did not show up (if relevant)	_____	_____
4. Approximate length of the interview (in minutes)	_____	

5. Type of interview used (e.g. use of standard form/checklist, informal chat etc.); please specify. **It would be very hepful if you could please include a copy of the standard form/checklist.**

_____

_____

6. Are students given an initial **assessment** on their knowledge of English during the first couple of weeks? Yes / No If Yes, what type of assessment (e.g. listening, reading, writing etc.)

_____

_____

Could you please include a copy for our records.

please turn over

		NOW	93/94
7. Number of students **assessed**			
(if different from interviewed)			
8. Number of students on **waiting lists** (if any)			
9. Number of students in **home tuition**			
10. Number of **students**	in 1: 1		
	in Group/class		
	in Linked skills (i.e. courses combining practical activities with developing day to day communication skills)		
	in Short course (i.e. less than 24 weeks)		
	in Open learning		
11. Number of **volunteer tutors** in home tuition			
12. Number of volunteer tutors	P/T		
	F/T		
13. Number of **tutors** teaching **monolingual** classes	P/T		
	F/T		
14. Number of **tutors** teaching **bilingual** classes	P/T		
	F/T		

15. Do students pay fees? Yes / No

If Yes, how much (or within what range)? _____

16. Do you have any other comments? _____

(PLEASE RETURN IN THE REPLY PAID ENVELOPE AS SOON AS POSSIBLE)

THANK YOU FOR YOUR TIME **Inji Toutounji**

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